**Explicit instruction of comprehension strategies MODEL A**

NB: Regardless of the strategy being taught, the process of explicit instruction remains the same.

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| **Strategy:** *PREDICTING*   **Teaching Idea:** *Before and After* |

**Step 1: Select a text**

***Cereal Offenders*** from *Dragons in the Classroom, Second Edition*

**Step 2: Explain the strategy**

Today we are going to read a text called *Cereal offenders*. It will tell us about the sometimes surprising amounts of salt and sugar that are in common breakfast cereals.

We are going to read it to not only find out about some of the cereals we eat and whether they are good choices, but also to learn about **predicting** and **summarising** as strategies for comprehension. First we will look at **predicting**:

***What is it?***

Predicting is using information from graphics and text and our experiences to have some expectations about what we are going to read. It’s like guessing what it will be about.

***Why is it helpful/necessary for comprehension?***

It is helpful for comprehension because it makes us look for clues to see if we are right in what we have predicted and so it means we are reading more carefully and comprehending. It’s a bit like when you are watching a movie and you say, ‘Oh I bet I know what happens’ and so you’re looking at the movie much more closely and critically.

**Step 3: Model the strategy**

So I’m guessing that because of the title and the sub-title that says ‘*Alarming amounts of sugar and salt are being added to breakfast cereals, new tests reveal’* that I will read about some cereals that have a lot of hidden sugar and salt even though people think they are healthy.

Before we read the text together we are going to use a ***Before and After*** worksheet to record our predictions about which cereals might not be suitable everyday cereal choices.

**Step 4: Guided support**

So here is the worksheet and on the left hand side is a list of cereals from the text. And next to each one I’m going to write either ‘suitable’ or ‘not suitable’ or ‘don’t know’. Then I’m going to write my reason for guessing that.

See here where I am writing ‘suitable’ in the first column then in the ‘reason’ column I’m writing how I have read before that it is one of the best cereals you can eat for fibre. I’m leaving the third column blank because that is where I will write after reading the text whether my prediction was right or not.

**Step 5: Independent practice**

Now I want you to write on your worksheet using your prior knowledge of cereals and have your best guess at what will and won’t be suitable. Don’t be afraid to write ‘don’t know’ if you’re really unsure. Just choose three of the cereals other than All Bran to make a prediction about.

**Step 6: Reflect**

Now that we have read the text together and confirmed or changed predictions, how did the strategy help your comprehension when you were reading the text ?

**Explicit instruction of comprehension strategies MODEL B**

NB: Regardless of the strategy being taught, the process of explicit instruction remains the same.

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| **Strategy:** *SUMMARISING*   **Teaching Idea:** *Another Title* |

**Step 1: Select a text**

***Cereal Offenders*** from *Dragons in the Classroom, Second Edition*

**Step 2: Explain the strategy**

Now that we have read ***Cereal Offenders*** we are going to look at **summarising:**

***What is it?***

Summarising is identifying and gathering together the most important ideas in the text and restating them in your own words. Sometimes this will be by making dot point notes, sometimes through a mind map or like we are going to do now and make another title for the text.

***Why is it helpful/necessary for comprehension?***

It is helpful for comprehension because it helps us to know the main ideas that the composer wanted us to know about. It also helps us to remember what was important long after we have finished reading the text.

**Step 3: Model the strategy**

I have read the text and all the information including what is in the table and the dot points and the photograph and caption. I’m thinking about what the composer most wanted me to know and trying to put that into a couple of words to grab the reader’s attention. Breakfast: Read the Label.

I think that is a main idea from the text because the text says that the label is compulsory now on cereal boxes so people can make good breakfast choices.

**Step 4: Guided support**

So now it is your turn and you can either do this on your own or with a partner. You need to use one of the main ideas and put it into a few words that will capture readers’ attention. First, though, what are some of the other main ideas from the text, messages the author wants us to remember long after we have finished reading ? (*Write student suggestions on the board, discussing whether they are in fact main ideas).*

**Step 5: Independent practice**

Students write their own alternative titles

**Step 6: Reflect**

Students share their titles. Now that you have used the summarising strategy using the Another Title idea, and listened to other titles from the class, how did the strategy help your comprehension in identifying the main idea and key messages ?

**Explicit instruction of comprehension strategies**

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| **Strategy: Teaching Idea:** |

**Step 1: Select a text**

Texts can range from easy to challenging. The criteria for text selection should focus on text usefulness for teaching a particular strategy or set of strategies, student interests and connections to literacy themes. If the text is challenging

use ‘read-aloud’ when modelling.

**Step 2: Explain the strategy**

Focus on the two questions:

*What is it?*

*Why is it helpful/necessary for comprehension?*

Provide examples to assist this explanation and wherever possible make connections to students’ background knowledge and prior learning.

**Step 3: Model the strategy**

Read a section of the text aloud and use a Think Aloud and a visual (symbol, chart, etc) to share ideas with students.

NB: Think Aloud involves orally explaining precisely what is triggering thoughts and how it is affecting understanding.

Explain thinking so that students have a clear idea of the cognitively active process readers experience. If a strategy requires a written or sketched response, model that during this step.

**Step 4: Guided support**

Read the next section of the text aloud and ask students to work with a partner to apply the new strategy. Discuss the response from paired students and read aloud another section of the text.

**Step 5: Independent practice**

Monitor as students work independently within the whole group. Either continue reading sections of the text with reduced teacher support or invite students to read independent texts on their own. Regardless, students

independently use the strategy. Differentiate instruction by providing scaffolding for those students who need more support (through further modelling or guided support), and by releasing the task to those students who are ready to use it. The goal is to ensure that students know the strategy and the process for using it. Ultimately students develop a range of strategies that they can use as needed when they are reading on their own.

**Step 6: Reflect**

Ask students to reflect on how using the strategy helped them to understand the text. Invite them to share their reflections in small groups or with the whole class. Discuss how they can use the strategy when they are reading on

their own.